

# CALIFORNIA SCHOOLS

OCTOBER, 1960



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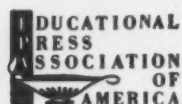
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THE COVER ILLUSTRATION shows students at a weather station, part of a project developed with the assistance of National Defense Education Act funds at the Chula Vista Elementary School District, San Diego County.

## CHARACTERISTICS AND PURPOSES OF ADULTS IN CALIFORNIA'S PRESCHOOL PARENT EDUCATION PROGRAM<sup>1</sup>

MILTON BABITZ, *Consultant in Adult Education*

Adult education in California public schools serves the people of the state in their varied roles as citizens, workers, and homemakers. The state-wide public school enrollment of 1,200,000 adults includes participation in 400 parent education classes by 15,000 parents of preschool children. Approximately 150 of these classes may be described as co-operative participation classes for parents of preschool children; 250 as child observation classes. While the curriculums<sup>2</sup> offered to parents in the two types of classes are quite similar, there are definite organizational differences.<sup>3</sup>

### TYPES OF CLASSES FOR PARENTS OF PRESCHOOL CHILDREN

The co-operative parent participation class is organized around a pre-school program of three to five days per week in which the mother practices the role of mother-teacher and observes child behavior. Only one-third to one-fifth of the mothers are present under a teacher-director on any one participation day. All mothers meet with the teacher one evening per week for lecture and discussion, and fathers often attend these evening sessions.

In the child observation classes, mothers and children attend a weekly daytime class in a preschool setting. Mothers observe and record child behavior and patterns of play. During the children's rest periods or during lunch sessions, the teacher directs discussion sessions for the mothers.

### OBJECTIVES OF THE PARENT EDUCATION PROGRAM

Parent education has been a program of the California public schools since 1926. In 1934, the objectives of the program were stated by the California State Department as follows:

1. Gain appreciation of the worthwhileness of child activities and interests for their own sake as well as for preparation for life
2. Establish the habit of sympathetic observation of child activities and interests
3. Develop interest in the critical study of psychology

<sup>1</sup> Summary of "A Survey of the Characteristics and Purposes of Students in Preschool Parent Education Classes," (unpublished doctoral dissertation, University of California, 1960).

<sup>2</sup> Milton Babitz, *Parent Education—Curriculums, Methods, and Materials*. Sacramento: Bulletin of the California State Department of Education, Vol. XXIV, No. 8, August, 1955, pp. 3-33.

<sup>3</sup> Milton Babitz, *Handbook on Parent Education* (revised edition). Sacramento: Bulletin of the California State Department of Education, Vol. XXVII, No. 3, May, 1958, pp. 17-26.

4. Establish the habit of suspending judgment when dealing with children
5. Increase ability to face facts about ourselves which make child adjustment more difficult
6. Gain an understanding of mental health which is as reliable as our understanding of physical health
7. To increase interest in and understanding of school procedures
8. Gain control of a method of attack upon problems of human relationship
9. Become familiar with reliable sources of information concerning growth and development
10. Achieve realization that the home is the essential interpreter of child experience and the background of reference and security<sup>4</sup>

#### PARENT EDUCATION PROGRAM SURVEY

Progress toward the objectives of the parent education program has been evidenced largely by parents' self-appraisals with regard to improving relationships within their families. After 25 years of program operation, it was considered worthwhile and necessary to inquire into (1) the acceptance of present program objectives; (2) the alternative purposes that parents hold for participation in parent education classes; (3) the characteristics of the adult group that is attracted to preschool parent education classes; and (4) since there are two distinct types of preschool parent education classes in California, the differences between the parents who select one or the other type of class.

During the 1958-59 school year, questionnaires were distributed to participants in one-fourth of California's preschool parent education classes. This sampling permitted the proportional inclusion of all types of geographic and economic areas as defined for statistical purposes by the California State Department of Finance. The report forms on courses in classes for adults, of the Bureau of Adult Education, were used to identify all schools maintaining such classes. The co-operation of local adult education school administrators and parent education teachers resulted in a 100 per cent return from the 92 classes (2,117 families) included in the sample.

The questionnaires included inquiries about the numbers and ages of children; ages of parents; states where parents and children were born; years of marriage; family income; parents' education, occupation, and duration of residence; value of home; satisfaction with present home and neighborhood; prior divorce; personal background factors that contribute to happiness or unhappiness in marriage; happiness of present family life; duration of class membership; and the purposes for which parents joined these classes.

<sup>4</sup> *Objectives and Suggested Procedures for Parent Education in California*. Sacramento: Bulletin of the California State Department of Education, No. 13, July, 1934, pp. 1-14.

Earlier studies of participants in parent education classes have shown that those with better education seek out opportunities to improve their skills as parents through the use of educational facilities. The California program is no exception. However, the offering of these classes within a public school adult education program has resulted in attendance by members from all socioeconomic groups.

It has been demonstrated that participants in preschool parent education classes make up homogeneous class groups regardless of the type of class and geographic location. Therefore, although it was considered necessary in this study to use at least a 25 per cent sample, a 2½ per cent sample would be adequate in future studies. In general, this can be interpreted to mean that the parents who participate in these classes are markedly similar in socioeconomic characteristics and purposes.

Data gathered in this survey showed that the enrollees had average size families, but married later, waited longer to have children, and had them at shorter intervals than their age mates in the general population. Their mobility, and the proportion who were born out-of-state, were approximately the same as in the average population. They were satisfied with their homes and neighborhoods, did not report personal background factors that would tend to encourage unhappiness in marriage; and their backgrounds seemed to provide a better than average prognosis for happiness in marriage. There were deviations upward from the general population averages in the cost of their homes; their income levels; and in their educational attainment and occupational status.

The holding power of the program was good. Approximately 50 per cent of the mothers were enrolled for a second year; 10 per cent for a third year of instruction. This may be accounted for by the number of mothers who have more than one child of preschool age.

The members of the classes generally considered the objectives of the program to be most desirable, although it should be noted that they expressed interest in providing early childhood education experiences, and that such experiences are not provided for in the program objectives. The objectives expressed by individuals were similar, even though there was considerable divergence in the background and income level of the class members. The most notable differences noted in the selection of objectives were that (1) more divergence in choice was made by those parents who had not completed the ninth grade, and by those who had been members of the classes for the longest time; and (2) interest in providing early childhood education experiences and in self-understanding increased as class membership was extended beyond six months.

The objectives most sought by the greatest number of the members of the classes were (1) to learn helpful methods for handling children; (2) to provide the child with an opportunity for supervised play and nursery school experiences; and (3) to learn about children's needs, interests, and normal activities. Objectives which were ranked next in importance by

parents were (1) to learn how children grow and develop; (2) to learn how to observe their own children among other children; and (3) to learn how to give each child a chance to be in his own age group.

Other objectives that were frequently reported were (1) to provide playmates; (2) to help the child get ready for kindergarten; (3) to learn better self-understanding; (4) to develop the habit of suspending judgment when dealing with children; (5) to help the child overcome problems such as shyness, speech handicaps, poor discipline; (6) to develop an understanding of modern educational methods; and (7) to be with a group of mothers who have similar interests. Overcoming undesirable neighborhood influences was the only objective that did not receive favorable approval.

The findings of the study have distinct implications for curriculum planning in parent education. For the majority of individuals enrolled in preschool parent education classes, there should be profitable time devoted to intensive study in selected areas of sociology, psychology, anthropology, human biology, and modern educational practices. Those who enroll for such classes apparently have the intellectual capacity to adapt what they learn to appropriate patterns of family life. The program should progress rapidly from the study of factual information to study which will provide understanding of the principles and hypotheses that can be used to best advantage by responsible parents.



## PROCESSING EDUCATION DATA ON PUNCHED-CARD EQUIPMENT

A Report of a Survey Made by the BUREAU OF EDUCATION RESEARCH

In considering the general problem of improving the statistical services of the State Department of Education, the Bureau of Education Research recognized that the extent to which school districts and offices of county superintendents of schools were using or planning to use data processing equipment merited major attention. Consequently, in the Spring of 1960, the Bureau contacted by questionnaire all school districts and the 58 offices of the county superintendents of schools in California to secure information regarding their use or planned use of data processing equipment. The returns were complete, and the respondents showed a lively interest in the results of the survey.

Punched-card equipment was used in 23 counties by the offices of the county superintendents of schools or by one or more of the school districts, or both. These counties accounted for approximately 67 per cent of the total enrollment in California public schools. Punched-card equipment was used by 62 school districts for some purpose at one or more educational levels. These districts accounted for approximately 42 per cent of the total enrollment in California public schools. In addition, the offices of eight of the county superintendents of schools provided punched-card services to 200 of the school districts. At least four of these offices of county superintendents of schools provided services by using punched-card equipment that was also used by another county agency, generally the office of the county auditor. Punched-card services used by eight school districts were secured by contracts with private agencies. Altogether, 13 junior college districts and high school districts provided punched-card services for the high school and elementary school districts within their boundaries.

The machine installations of the offices of county superintendents of schools and the school districts ranged from a slow-speed minimum type key punch, sorter, and accounting machine operation to the latest high-speed Ramac (IBM) and Univac 60 Computer (Remington Rand). The Long Beach Unified School District used Remington Rand equipment; all others used IBM equipment. Monthly rentals or payments for these installations ranged from \$350 to \$19,000.

The number and variety of machines, and the rental cost of the installation, had a direct relationship to the number and type of functions performed. The enrollment of a school district appeared also to be a factor. Although the type of machine to be used was dictated by the type of function it would perform, generally the small school districts

operated with one machine of a kind, and the large districts used several machines of the same kind. Many of the very large districts found it necessary to use high-speed electronic types of operation. Since one type of accounting machine might cost twice as much as another type, costs varied according to the type of machine used.

The question of when a punch-card system should be used arises often in discussions of data processing with school superintendents. It should be used when (1) a job becomes too involved or cumbersome to operate manually; (2) there are too many different jobs to do; (3) too many salaries seem to be pushing costs out of line with the results achieved. Such problems may arise in the business accounting or student accounting function, or in both. This survey shows that the reasons for mechanization are quite evenly divided between the two accounting functions.

Many school districts started with their payroll function, proceeded to accounts payable, and the like, fully developed their business accounting, and then moved to, or planned to include student accounting. Others (especially the junior colleges), started with grade and attendance reporting or registration, developed the various student accounting operations, and then moved to business accounting. Either procedure is sound, and indicates that districts probably solve their most pressing problem first and then introduce new functions one at a time. However, the installation of business accounting machines may be more expensive, since it may include such machines as a multiplier. The initial cost of any installation for a single operation may seem high, but as additional functions are developed, the cost becomes diluted, and pro rata costs should become much less than those for manual operations.

Experience has demonstrated that a thorough knowledge of the operation to be adopted for machine processing is equal in importance to complete understanding of the potentials and limitations of the equipment. Some school districts prefer to train their own personnel in the use of the machines; others prefer to hire trained personnel. Whichever method is used, the objective must always be the same: the staff must know what it is doing. Complete co-operation and participation in the change-over by business staff or teachers is essential. The machines should not be considered as some mysterious phenomenon which disrupts accepted procedures, but rather as a means of improving the service and easing the workload of the people assigned to the operation. The processed data that the machines produce can be no better than the personnel, effort, planning, and basic information involved.

It would be difficult if not impossible to set up a hypothetical installation for a theoretical operation. And seldom can a proven procedure be adopted in toto, even for such a standard operation as that required for the payroll. Although the experience of others can prove helpful, each school district must consider its own problem unique, and tailor its procedure to fit the problem. School districts can introduce a data process-



ing program with a key punch and a card counting sorter for a rental of approximately \$90 a month. These two machines can do many things. As functions expand in number and complexity, additional key punches, verifiers, and equipment such as an accounting machine, reproducer, collator, interpreter, and multiplier may be added. Rental for such an installation may, however, exceed \$2,000 a month.

As the number of school districts and offices of county superintendents of schools utilizing data processing equipment increases, the scope, detail, and currency of statistics on the condition and progress of education in the state can develop. It will be possible to transmit reports in the form of duplicate decks of punched cards, and the lengthy process of preparing reports manually can be bypassed.

The bottleneck in punched-card data processing is in the card punching operation. Following the sound practice of keeping the preparation of the punched cards close to the source of the primary data, some school districts disperse key punch machines throughout the districts. Cards are prepared at or near the source of the information and are forwarded to the central office for processing, thereby allowing better utilization of the expensive machines in the central office. The same procedure might be utilized in situations where the individual school districts provide for the preparation of the punched cards and the office of the county superintendent of schools provides the processing. The school districts would not need to make large expenditures for a variety of machines; and the office of the county superintendent of schools could more efficiently utilize the expensive and varied machines necessary for processing and analysis. A logical next step would be the forwarding of duplicate decks of punched cards to the State Department of Education as part of regular report transmission.

Another approach to co-operation and co-ordination of this type of work is evident in the State Integrated Data Processing Project. This project is a pilot effort and is being developed with the leadership of the Bureau of Guidance, State Department of Education, under Title V of the National Defense Education Act. The project envisions data processing centers located strategically throughout the state to provide the analysis services for surrounding school districts. In the pilot project, the Richmond school districts, Contra Costa County, will serve as the center for the Berkeley Unified School District, Alameda County; the Napa school districts, Napa County; the Vallejo Unified School District, Solano County; and the Novato City Unified School District, Marin County. The participating districts will begin with attendance accounting data and expand to standardized test results, grade reporting, and registration data.

The information collected regarding the use of punched-card equipment in the offices of county superintendents of schools and by school districts in California is shown in the following tabulation.

x = Operation as of April, 1960  
\* = Operation as of July, 1960

[illegible]

# SCHOOL DISTRICTS AND OFFICES OF COUNTY SUPERINTENDENTS OF SCHOOLS USING PUNCHED-CARD EQUIPMENT FOR DATA PROCESSING AND TYPE OF APPLICATION—Continued

x = Operation as of April, 1960  
 \* = Operation as of July, 1960

County and school district	Average daily attendance	FUNCTIONS																						
		Business accounting									Student accounting					Miscellaneous								
		Accounts payable	Budget	Cafeteria	Cost analysis	Equipment	Inventory	Payroll	Purchasing	Retirement	Transportation	Attendance	Census	Grades	Permanent records				Registration	Schedules	Library	Personnel	School directory	Statistics
SACRAMENTO COUNTY	1,770																							
American River Junior College	4,259																							
Grant Union High	41,796	*	*	x		x	x	x	x		x		x	x	x	x	x		x	x	x	x	x	
Sacramento Unified	29,860	*	*																*	*	*	*	*	
San Juan Union High																								
SAN BERNARDINO COUNTY	111,657																							
Chaffey Union High	4,839																							
Chaffey Junior College	2,247																							
Fontana Unified	9,174																							
San Bernardino Public Schools	29,702																							
SAN DIEGO COUNTY	9,371																							
Grossmont Union High	98,805																							
San Diego Unified																								
SAN FRANCISCO COUNTY	99,599																							
SAN JOAQUIN COUNTY																								
Stockton Unified	29,779																							

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## AN ANNOTATED BIBLIOGRAPHY OF REFERENCES CONCERNING FOREIGN LANGUAGES, LINGUISTICS, AND LANGUAGE LABORATORIES

EVERETT V. O'ROURKE, *Consultant in Secondary Education*

The processes and techniques of teaching and learning foreign languages have changed so rapidly in the last two years that instructors and administrators are faced with the necessity of having access to reference documents that will keep them abreast of new theories, practices, and research. In an attempt to partially satisfy this need, particularly at the secondary school level, the following books and bulletins have been carefully and critically selected from the great array of available material.

BROOKS, NELSON. *Language and Language Learning, Theory and Practice*. New York: Harcourt, Brace & Co., Inc., 1960.

This outstanding contribution to language teaching deals with the following aspects of the theory, practice, and learning of language: Language and talk, mother tongue and second language, language learning and teaching, language and culture, language and literature, objectives of the language course, continuity for the learner, methods and materials, the language laboratory, and tests and measurements.

CARROLL, JOHN B. *The Study of Language*. Cambridge, Mass.: Harvard University Press, 1953.

This book describes the relationship of linguistics to education, psychology, science, and philosophy.

*Culture in Language Learning: Reports of the Working Committees, 1960 Northeast Conference on the Teaching of Foreign Languages*. Washington, D. C.: Georgetown University, [1960].

These reports discuss language as an expression of man's culture, and describe the pedagogical problems involved in assisting language students to understand and appreciate the cultures of Western Europe, ancient civilization, and the Slavic countries.

*Foreign Languages, Grades 7-12*. Curriculum Bulletin Series No. V, September, 1958. State of Connecticut Advisory Committee on Foreign Language Instruction. Hartford, Connecticut: State Department of Education, 1958.

This is a good guide for a new approach to language teaching. It contains sections on modern languages, Latin, curriculum outlines, and suggestions for what should be taught at each level, including a four-year sequence in Latin; and a glossary of terms, patterns of grammar, and test information.

GLEASON, HENRY ALLEN, JR., *Introduction to Descriptive Linguistics*. New York: Henry Holt & Co., 1955.

This book offers an interesting and readable treatment of technical linguistics.



HAAS, MARY A. "Differences Among Languages and Problems of Language Learning," *California Schools*, XXXI (January, 1960), 35-37.

This is a summary of one of a series of addresses presented at a workshop on foreign language instruction at the University of California, Santa Barbara College, 1959.

HOCKETT, CHARLES F. "Objectives and Processes of Language Instruction," *California Schools*, XXX (November, 1959) 456-70.

This is a summary of one of a series of addresses presented at a workshop on foreign language instruction at the University of California, Santa Barbara College, 1959.

HOCKETT, CHARLES F. "Relationships Between Development of Language Skills and Cultural Attitudes," *California Schools*, XXXI (February, 1960), 112-16.

This is a summary of one of a series of addresses presented at a workshop on foreign language instruction at the University of California, Santa Barbara College, 1959.

HOCKING, ELTON. "Readiness Factors in Language Learning," *California Schools*, XXX (December, 1959) 486-89.

This is a summary of one of a series of addresses presented at a workshop on foreign language instruction at the University of California, Santa Barbara College, 1959.

HOCKING, ELTON. "The Language Laboratory in Language Learning," *California Schools*, XXXI (January, 1960) 33-34.

This is a summary of one of a series of addresses presented at a workshop on foreign language instruction at the University of California, Santa Barbara College, 1959.

HOCKING, ELTON, and MERCHANT, ROBERT C. "The Fabulous Language Labs," *Educational Screen and Audio-Visual Guide*, XXXVIII (April, 1959), 184-87.

This is a concise report on the selection, installation, and use of language laboratory equipment.

HOLTON, J. S.; KING, P. E.; MATHIEU, G.; and POND, K. S. *Sound Language Teaching: The State of the Art Today*. New York 22: University Publishers, Inc., 1960.

This book gives detailed information on materials and techniques for the language laboratory.

JOHNSTON, MARJORIE C. "Foreign Language Teaching in American High Schools: An Overview," *California Schools*, XXX (November, 1959), 453-56.

This is a summary of one of a series of addresses presented at a workshop on foreign language instruction at the University of California, Santa Barbara College, 1959.

JOHNSTON, MARJORIE C. "How Can Modern Language Teaching Promote International Understanding?" *Bulletin of the National Association of Secondary-School Principals*, XL (December, 1956), 70-85.

This article discusses the objectives of new methods in language teaching; identifies various aspects of curriculum planning; and specifies urgent needs for language learning.

JOHNSTON, MARJORIE C., and EATON, ESTHER M. *Source Materials for Secondary School Teachers of Foreign Languages*, Bulletin OE-27001, Circular No. 509, revised, January, 1960. Washington 25, D. C.: Office of Education, U. S. Department of Health, Education, and Welfare, 1960.

This publication lists audio-visual aids, course outlines and guides, foreign language publications, instructional aids, language laboratory publications, and sources of information on foreign countries, exchange opportunities, vocational opportunities, and the like.

JOHNSTON, MARJORIE C., and SEERLEY, CATHARINE C. *Foreign Language Laboratories in Schools and Colleges*, Bulletin 1959, No. 3. Washington 25, D. C.: Office of Education, U. S. Department of Health, Education, and Welfare, 1958.

This publication presents information concerning the number, location, and growth of language laboratories; their purposes, organization and administration, equipment and costs, and materials and techniques.

LADO, ROBERT. *Linguistics Across Cultures*. Ann Arbor, Michigan: University of Michigan Press, 1957.

This book presents a fairly new approach to applied linguistics and the analysis of culture, namely, comparisons between any two languages and cultures to discover and describe the problems that the speakers of one language will have in learning the other. This approach has proved of value in the preparation of teaching materials, tests, and learning experiments in language.

*The Language Learner: Reports of the Working Committees, 1959 Northeast Conference on the Teaching of Foreign Languages*. Washington, D. C.: Georgetown University, 1959.

These reports present implications for modern foreign language learning, and suggestions for a program for grades nine through fourteen.

*Language Teaching Today: Report of the Language Laboratory Conference Held at Indiana University, January 22-23, 1960*. Edited by FELIX J. OINAS. Part II, *International Journal of American Linguistics*, Vol. 26, No. 4, October, 1960. Bloomington, Indiana: Indiana University Research Center in Anthropology, Folklore, and Linguistics, 1960.

This report is one of the most recent and complete discussions available on language laboratories and their uses.

"Languages in the High School Curriculum," Sacramento: Bureau of Secondary Education, California State Department of Education, June, 1960 (mimeographed).

Excerpts from some of the best references on foreign language curriculum planning are given in this publication.

*The Linguistic Reporter*. Washington 6, D. C.: Center for Applied Linguistics of the Modern Language Association of America.

This is a bimonthly free publication on language teaching and learning.

MACALLISTER, A. T. "Role of Foreign Language Organizations in the In-service Education of Teachers," *California Schools*, XXX (December, 1959), 483-86.

This is a summary of one of a series of addresses presented at a workshop on foreign language instruction at the University of California, Santa Barbara College, 1959.

MARTY, FERNAND L. *Language Laboratory Learning*. Wellesley, Massachusetts: Audio-Visual Publications, 1960.

This describes a basic course in French which gives equal importance to audio-oral and spelling-reading skills. There are specific suggestions for planning, selecting, and using language laboratory equipment.

*Materials List for Use by Teachers of Modern Foreign Languages*. Edited by DOUGLAS W. ALDEN. Prepared and published by the Modern Language Association of America pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. New York: Foreign Language Program Research Center, [1959].

This offers a comprehensive list of materials for foreign language classes at all levels in German, French, Italian, Russian, and Spanish.

*Modern Foreign Languages and the Academically Talented Student*. WILMARTH H. STARR; MARY P. THOMPSON; DONALD D. WALSH, Co-editors. National Education Association and Modern Language Association of America Project on the Academically Talented Student. New York: Foreign Language Program Research Center, 1960.

This publication contains discussions on proficiency in four language skills, and on the need for familiarity with different cultures. Outlines of ten-year, six-year, and four-year programs are presented in some detail.

"Modern Foreign Languages in the Comprehensive Secondary School." Preprint from the *Bulletin of the National Association of Secondary-School Principals*, June 1, 1959.

This article describes the importance and effectiveness of modern language study, and the steps which administrators can take to implement recommendations for such study in the secondary schools.

*Modern Techniques in Teaching Foreign Languages*. Edited by ELLIOTT H. KONE. Bulletin of the Connecticut Audio-Visual Education Association, Vol. 19. New Haven, Connecticut: Connecticut Audio-Visual Education Association, 1960.

This bulletin contains carefully selected articles on almost every aspect of teaching modern foreign languages.

O'CONNOR, PATRICIA. *Modern Foreign Languages in High School: Pre-reading Instruction*. OE-27000, Bulletin No. 9, 1960. Washington 25, D. C.: Office of Education, U. S. Department of Health, Education, and Welfare, 1960.

This bulletin contains information on the role of the teacher during the pre-reading period; on planning an entirely aural-oral period of instruction; and on teaching techniques during the aural-oral phases—devices for presentation and

practice, assignment of homework, measuring achievement, and the transition to the use of printed materials.

PARKER, WILLIAM RILEY. *The National Interest and Foreign Languages*. Washington, D. C.: U. S. National Commission for UNESCO, Department of State, 1957 (revised).

This publication contains discussion of foreign language teaching in the schools, and presents recommendations for what must be done to meet current needs.

POLITZER, ROBERT L. *Teaching French: An Introduction to Applied Linguistics*. Boston: Ginn & Co., 1960.

This book, which explains the meaning of applied linguistics and the linguistic teaching method, gives detailed information about teaching pronunciation, morphology, syntactical patterns, and vocabulary.

"Proceedings of the Workshop for Teaching Russian in the Secondary Schools." Sacramento: Bureau of Secondary Education, California State Department of Education, June, 1960 (mimeographed).

Lists of materials which are available for teaching Russian in the secondary schools are given in this publication, along with annotations and evaluations of many of the texts and readers.

*Purchase Guide for Programs in Science, Mathematics, Modern Foreign Languages*. Prepared by the Council of Chief State School Officers. Boston: Ginn & Co., 1959.

This publication includes lists of equipment for modern foreign language programs and gives valuable information concerning the purpose and selection of different kinds of equipment for language laboratories.

SCHEVILL, KARL E. "Means for Evaluation of Language Learning," *California Schools*, XXXI (February, 1960) 117-21.

This is a summary of one of a series of addresses presented at a workshop on foreign language instruction at the University of California, Santa Barbara College, 1959.

STARK, EDWARD M. *The Language Laboratory and Modern Language Teaching*. Fair Lawn, New Jersey: Oxford University Press, 1960.

This publication combines the aural-oral approach with some features of the traditional approach to language teaching; and describes techniques and procedures for use in the classroom, language laboratory, and in collateral activities.

*Suggestions for Teaching Foreign Languages by the Audio-Lingual Method*. Prepared by GUSTAVE MATHIEU and JAMES HOLTON. Bulletin of the California State Department of Education, Vol. XXIX, No. 7, July, 1960. Sacramento: California State Department of Education, 1960.

This publication presents concise examples of language laboratory techniques and practices, and includes exercises for listening-comprehension, mimicry-memorization, self-evaluation, and creative practices.

"What Do We Know About Teaching Modern Foreign Languages?" *Audio-Visual Instruction*, IV (September, 1959), 197-217.

This article contains 45 questions and answers by outstanding contributors about the teaching of modern foreign languages.

# Departmental Communications

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### APPOINTMENTS TO STAFF

CLAIR L. EATOUGH was appointed Senior Architect, Bureau of School Planning, Division of Public School Administration, August 15, 1960, to replace Doyt Early, who retired July 1. Since 1952, when he received his bachelor of architecture degree from the University of Southern California, and supplemented his architectural studies with fine arts study at the City University of Paris and at the American University at Biarritz, Mr. Eatough has worked in architectural offices in Sacramento. He was with the Division of Architecture, California State Department of Public Works until 1954; with Grant D. Caywood until 1955; and with Barovetto and Thomas for the past five years as chief architectural designer. For the past year he has also maintained his own office, Eatough and Lewis. His most recent works include master plans for the University of California, Davis, and for the American River Junior College, Sacramento; and designs of an experimental nature for the Northridge Elementary School, Orangevale Union Elementary School District. He served in the United States Army in World War II, from 1943 to 1945.

RICHARD W. OUTLAND was appointed Consultant in the Education of Physically Handicapped Children, Bureau of Special Education, Division of Special Schools and Services, August 15, 1960. For the past five years he has served as Associate Professor of Education and Co-ordinator of Special Education at San Jose State College. Prior to this, he was employed as Director of Special Education, Office of the County Superintendent of Schools, Stanislaus County. From 1948 to 1960, he taught courses and directed workshops in special education for San Francisco State College, Sacramento State College, College of the Pacific, Fresno State College, and the University of Oregon. He also worked in Ohio as a teacher of the physically and mentally handicapped at elementary and secondary levels, and as principal of elementary schools with integrated classes for physically handicapped pupils. Mr. Outland received his bachelor of science degree from Akron University, and his master of arts degree from Ohio State University. He served in the United States

Army from 1943 to 1946. Mr. Outland is a member of Phi Delta Kappa, Kappa Delta Pi and Lambda Chi Alpha, and of the National Governing Board of the Council for Exceptional Children.

REGINALD W. SHEPHERD was appointed Consultant in State College Curricula, Division of State Colleges and Teacher Education, California State Department of Education, July 26, 1960. Dr. Shepherd was born in Niagara Falls, New York, where he attended schools, and was awarded his bachelor's degree in business administration at Niagara University. He received his master's and doctor of education degrees from Stanford University. From 1948 to 1956, he taught high school and junior college business classes in the Stockton Unified School District; and from 1956 to 1959, he was Assistant Professor of Business at San Jose State College. He served in World War II, from 1941 to 1945, in the United States Army. He is President of the San Jose Chapter, National Office Management Association.

MARY A. GREENE was appointed Nutritionist, School Lunch Program, Division of Public School Administration, August 1, 1960. Mrs. Greene, a native of Indiana, received her bachelor of arts degree in home economics from Indiana University, Bloomington, Indiana. She has managed institutional food service facilities since 1939, both in hospitals and schools, and has served as the director of public school cafeterias in California from 1952 to 1955 in Inglewood; from 1955 to 1957 in Culver City; and from 1958 to 1960 in Santa Monica.

CARRIE E. MARSHALL was appointed Nutritionist, School Lunch Program, Division of Public School Administration, August 1, 1960. Mrs. Marshall, born in Trego County, Kansas, received her bachelor of science degree in home economics at Kansas State University, and her master of science degree in home economics education at the University of California, Los Angeles. She has been a supervisor for the school lunch program in the Santa Barbara public schools since 1945. Her experience also includes home economics teaching in Kansas, Alaska, and California. During 1959, Mrs. Marshall served as President of the Santa Barbara Chapter of the California School Food Service Association; and during 1960, as its area representative.

H. RICHARD SHIPP was appointed Assistant Field Representative, Division of Departmental Administration, August 2, 1960. He received his bachelor of arts degree in law enforcement from Sacramento State College in 1958, and has been employed as an agent of the State Department of Alcoholic Beverage Control. He served in the United States Army from 1954 to 1956.



## BUREAU OF NATIONAL DEFENSE EDUCATION ACT ADMINISTRATION

J. GRAHAM SULLIVAN, *Chief*

### ADMINISTRATIVE CALENDAR FOR NDEA PROJECTS

The following list of dates will be of interest to school districts and offices of county superintendents of schools participating in projects sponsored by the National Defense Education Act, Titles III, V, and VIII.

#### TITLE III

Deadline for filing applications—October 31, 1960

Project evaluation—November 14 through November 18, 1960

District notification of status of projects—November 21 through December 31, 1960

Final date for filing claims for 1959-60 projects (numbers III-1000 through III-2999)—June 30, 1961

Deadline for filing claims for 1960-61 projects—June 30, 1962

#### TITLE V

Deadline for filing applications for 1961-62 projects—March 1, 1961

Deadline for filing annual report of project—June 15, 1961

Deadline for filing fiscal report and claim for reimbursement—August 15, 1961

#### TITLE VIII

Applications are now being processed immediately upon receipt.

The final date for filing 1960-61 reimbursement claims will be July 15, 1961.

Applications submitted for 1961-62 projects cannot be processed before the 1961-62 fiscal year.

### REGULATIONS ADOPTED BY DIRECTOR OF EDUCATION

*Parking of Vehicles on State College Property.* The Director of Education and the Director of Finance, acting under the authority of Education Code Sections 23603 and 24103 and Government Code Section 13109, added Section 953.5 to Title 5 of the California Administrative Code, relating to the parking of vehicles on state college property, and adopted the same as an emergency regulation to read as follows (effective July 28, 1960).

953.5. *Letting of Parking Space on State College Property.* (a) Permission of the president of a state college to stop, park or leave standing a vehicle on property of a state college may be granted only to persons who have entered into a lease agreement with the president and have paid in advance the rental charge prescribed therefor which rental shall be \$13.00 per semester for a nonreserved space or \$5.00 per month or major fraction thereof for a reserved space. Proportionate charges shall be made for lesser periods or occasional use of parking areas. Payment of prescribed parking rental by deposit of coins in mechanical devices provided by the college shall constitute compliance with this section. Evidence of compliance with this section shall be demonstrated by display in plain view of each vehicle of a valid parking permit or by other means prescribed by the president.

(b) The entering into of a lease agreement or the payment of a rental charge shall not be required of:

(1) Persons stopping or parking a vehicle when necessary to avoid conflict with other traffic or in compliance with a traffic control signal device or the direction of the state college police or a state college police officer in the control of traffic;

(2) Persons, not employed by the college, visiting the college for the purpose of transacting state business with the college;

(3) Persons stopping or parking a vehicle temporarily in areas designated by the college president for the purpose of loading or unloading merchandise or picking up or discharging passengers;

(4) Persons temporarily stopping, parking, or leaving a vehicle where such vehicle is disabled in such manner and to such extent that it is impossible to avoid stopping and temporarily leaving such disabled vehicle on said property.

*State College Auxiliary Organizations.* The Director of Education, with the approval of the Director of Finance, added Group 7 (Sections 990-999, inclusive) to Subchapter 4 of Chapter 1 of Title 5 of the California Administrative Code, relating to state college auxiliary organizations, effective August 4, 1960.

**NOTE:** The complete text of the added sections of the California Administrative Code will be published by the California Administrative Register.

## REGULATION ADOPTED BY SUPERINTENDENT OF PUBLIC INSTRUCTION

*Fire and Civil Defense Drills.* The Superintendent of Public Instruction, acting under the authority of Education Code Section 16606, added Sections 143.1 and 143.2 to Title 5 of the California Administrative Code, relating to the holding of fire and civil defense drills in child care centers, to read as follows (effective September 22, 1960):

143.1. *Fire Drills.* The chief administrative officer of the school district shall require that each child care center conduct fire drills at least once each calendar month, except where the governing board of the district has arranged for the conducting of fire drills by a fire department or the principal of a school for all children, including but not limited to children attending child care centers. Children and all adult employees shall be required to leave the building. A report shall be filed with the proper authority giving the date and hour of each fire drill.

143.2. *Civil Defense Drill.* The governing board of any school district may adopt a civil defense plan and by regulation provide for a civil defense drill on any day when a child care center is maintained. Such plan and regulation may provide that such a drill may be conducted in either of the following ways:

(a) Requiring children to walk from the center to a sheltered area on school grounds or any other place of safety designated by the chief school administrator.

(b) Loading children on school vehicles and volunteer vehicles and moving them not more than one mile from the child care center.

A record shall be kept in the administrative office of the district or in any other place authorized by the chief administrative officer of the date and hour of each civil defense drill and the time consumed for a drill conducted under subsection (a) or (b).

## For Your Information

### STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at a special meeting held in Sacramento, August 12, 1960.

#### *Coordinating Council for Higher Education Representatives Selected*

Pursuant to Education Code Section 22700, the Board selected the following persons as representatives of the public junior colleges on the Coordinating Council for Higher Education:

Roy E. Simpson, Chief Executive Officer of the State Board of Education (Raymond J. Daba, alternate)

Mrs. Eleanor Nettle, member of the governing board, San Mateo Junior College District (selected from a list of five names submitted by the California School Boards Association)

Joseph P. Cosand, President, Santa Barbara City College (selected from a list of five names submitted by the California Junior College Association)

#### *Appointments to Advisory Boards for State Colleges*

In accordance with Education Code Sections 23651 through 23658, the Board confirmed the appointment and reappointment by Director of Education Roy E. Simpson of the following members of the advisory boards for four state colleges, to serve for terms ending September 30, 1964.

##### FRESNO STATE COLLEGE ADVISORY BOARD

Joe Dale, Jr., Vice President, Dale Bros., Inc., 1215 East Pico, Fresno. (vice Jess Rodman)

George J. Daniels, Manager, Pacific Telephone Co., 1968 High Street, Selma  
Mrs. Dale Hillman, 23679 Road 60, Tulare. (vice Mrs. Seymour Mathiesen)

##### LOS ANGELES STATE COLLEGE OF APPLIED ARTS AND SCIENCES ADVISORY BOARD

William L. Blair, 95 South Los Robles Avenue, Apt. 110, Pasadena  
Joseph J. Christian, 248 South Garden Glen, West Covina

##### SAN DIEGO STATE COLLEGE ADVISORY BOARD

Harry E. Callaway, President, Thearle Music Co., 640 Broadway, San Diego 1  
Carl M. Esenoff, Evertz and Esenoff, 1850 Fifth Avenue, San Diego 1  
Mrs. Vivian O'Toole, 1830 Third Avenue, San Diego 1

##### SAN FERNANDO VALLEY STATE COLLEGE ADVISORY BOARD (NORTHRIDGE)

Steve Allen, television artist, 15445 Ventura Boulevard, Sherman Oaks

#### *Suspension of Credentials for Public School Service*

In accordance with the provisions of Education Code Sections 13202 and 13129, the Board ordered the suspension of each credential, life

diploma, and other certification document heretofore issued to Joseph Catania (birth date 5-28-11), for 270 days beginning August 12, 1960.

#### *Revocation of Credentials for Public School Service*

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, effective on the dates shown:

<i>Name</i>	<i>Date of birth</i>	<i>Revocation effective</i>	<i>By authority of Education Code Section</i>
Ashby, Francis Maurice.....	6-13-31	August 12, 1960	13207
Garretsee, Jack Ralph.....	12-4-20	August 12, 1960	{ 13202
Giacomo, Frank Patrick.....	10-14-28	August 12, 1960	{ 13129
Gibilisco, Fred Thomas.....	11-11-34	August 12, 1960	13207
Godfrey, Alfred.....	8-4-21	August 12, 1960	{ 13202
Ingraham, Louis Randolph.....	9-9-30	August 12, 1960	{ 13129
McGovern, Lee Donald.....	9-17-24	July 4, 1960	13205
Munn, Martin Bradley.....	3-11-37	June 29, 1960	13205
Perry, Clarence H. M.....	9-22-13	August 7, 1960	13205
Strawn, Robert Lee.....	2-27-15	August 12, 1960	13207
Waldrep, Aubrey Ray.....	12-29-28	August 12, 1960	13207
Warfield, Russell Oliver.....	9-9-31	August 12, 1960	13208

#### **D.A.R. GOOD CITIZENS AWARD**

The California State Society of the Daughters of the American Revolution have announced their thirteenth annual "Good Citizens" award contest for 1960-61. This contest is conducted for girls graduating from high school who are selected for awards on the basis of personal dependability and qualities of service, leadership, and patriotism. The "Good Citizen" chosen from each school receives a pin and a certificate of award, and is eligible to enter district competition. An award of a United States Government bond of \$25 is made to each of the nine California district winners, who may compete for the state award of a United States Government bond of \$100. Winners of state competition compete for the national award—a silver plated bowl. Information regarding further details of the contest may be obtained by writing to Mrs. Walter Marion Flood, State Regent, California State Society of the Daughters of the American Revolution, P.O. Box 265, Auburn, California.

#### **NATIONAL HIGH SCHOOL WRITING CONTEST**

The twenty-sixth annual National High School Writing Contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States has been announced for the 1960-61 school year. This year, in response to the trend for stressing writing proficiency in the

schools, the word "essay" has been dropped from the contest title and the word "writing" has been substituted.

The subject of this year's contest is "Law and the Free Citizen." Any public, private, or parochial high school student, grades nine through twelve, is eligible to compete. Awards will be given by both local and state auxiliary branches, and contestants who win first honors in state contests will be eligible for presentation to the national judges, who will select winners of the following awards: first prize, \$1,000 and gold medal; second prize, \$500 and gold medal; third prize, \$250 and gold medal; fourth prize, \$100 and gold medal; honorable mentions, ten prizes of \$10 each, and ten prizes of \$5 each. The deadline for entries in local or regional contests is March 15, 1961.

Folders which contain detailed information about the contest may be obtained from local auxiliary chairmen or from the national headquarters of the Ladies Auxiliary to the Veterans of Foreign Wars of the United States, Contest Department, 406 West 34th Street, Kansas City 11, Missouri.

## CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. The principal list of events for 1960-61 appeared in the September, 1960 issue of *California Schools*. Notices that are not received at the time of publication of this list are published as they are received.

Date	Organization and event	Place
October 8, 1960	California Driver Education Association, Executive Board Annual Meeting	Fresno
February 11, 1961	California Driver Education Association, Executive Board Meeting	Fresno
March 24-25	California Driver Education Association, Annual Conference	Los Angeles State College
April 11	California Driver Education Association, Election of 1961-62 Officers	-----
July 16-19	California School Employees Association, Annual State Conference	Long Beach

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# DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

## STATE BOARD OF EDUCATION

Term Expires  
January 15

Louis H. Heilbron, <i>President</i> , San Francisco	1963
Thomas W. Braden, <i>Vice President</i> , Oceanside	1963
Byron H. Atkinson, Los Angeles	1961
Mrs. Talcott Bates, Carmel	1964
Nathaniel S. Colley, Sacramento	1964
Raymond J. Daba, Atherton	1962
Donald M. Hart, Bakersfield	1964
Dr. Mabel E. Kinney, Los Angeles	1962
Mrs. Seymour Mathiesen, Fresno	1962
Thomas L. Pitts, Los Angeles	1961

## STAFF

(Unless otherwise indicated, all staff members may be reached at the State Education Building, 721 Capital Avenue, Sacramento 14)

### SUPERINTENDENT OF PUBLIC INSTRUCTION

Ray E. Simpson, *Superintendent of Public Instruction and Director of Education*  
 Richard P. Hafner, Jr., *Special Assistant to the Director of Education*  
 Laurence D. Kearney, *Administrative Adviser*  
 Mrs. Jane Hood, *Assistant to the Superintendent*, 807 State Building, Los Angeles 12  
 Roger C. Monroe, *Personnel Officer*  
 William E. Dresser, *Field Representative*  
 George E. Hagan, *Deputy Superintendent; Chief, Division of Departmental Administration*  
 Francis W. Doyle, *Deputy Superintendent; Chief, Division of Special Schools and Services*  
 Samuel W. Patterson, *Assistant Division Chief*  
 Associate Superintendent; Chief, Division of Instruction  
 Donald E. Kitch, *Acting Chief, Division of Instruction*  
 Associate Superintendent; Chief, Division of State Colleges and Teacher Education  
 Don R. Younggreen, *Acting Chief, Division of State Colleges and Teacher Education*  
 Don R. Younggreen, *Assistant Division Chief*  
 Wallace W. Hall, *Associate Superintendent; Chief, Division of Public School Administration*  
 Ronald W. Cox, *Assistant Division Chief*

ADMINISTRATIVE SERVICES, Bureau of, Marion B. Sloss, *Chief*

ADULT EDUCATION, Bureau of, Stanley E. Sworder, *Chief*

AGRICULTURAL EDUCATION, Bureau of, Byron J. McMahon, *Chief*

AUDIO-VISUAL AND SCHOOL LIBRARY EDUCATION, Bureau of, Harry J. Skelly, *Chief*

BLIND, FIELD REHABILITATION SERVICE FOR THE, Bernice McCrary, *Supervising Teacher-Counselor*

BUSINESS EDUCATION, Bureau of, R. C. Van Wagenen, *Chief*

COLLEGE FACILITY PLANNING, Wesley R. Burford, *Specialist*

CREDENTIALS OFFICE, Herschel S. Morgan, *Supervising Credentials Technician*

EDUCATION RESEARCH, Bureau of, Henry W. Magnuson, *Chief*

ELEMENTARY EDUCATION, Bureau of, Helen Heffernan, *Chief*

ELEMENTARY TEXTBOOK DISTRIBUTION, Burriss E. Claypool, *Supervisor*

GUIDANCE, Bureau of, Wm. H. McCreary, *Chief*

HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION, Bureau of, C. Carson Conrad, *Chief*

HIGHER EDUCATION, Arthur D. Browne, *Specialist*

HOMEMAKING EDUCATION, Bureau of, Mrs. Dorothy M. Schnell, *Chief*

INDUSTRIAL EDUCATION, Bureau of, Samuel L. Fick, *Chief*

JUNIOR COLLEGE EDUCATION, Bureau of, Hugh G. Price, *Chief*

LIBRARIES, Division of, Mrs. Carma R. Zimmerman, *State Librarian*, Library and Courts Building

NATIONAL DEFENSE EDUCATION ACT ADMINISTRATION, Bureau of, J. Graham Sullivan, *Chief*

READJUSTMENT EDUCATION, Bureau of, Herbert E. Summers, *Chief*

SCHOOL APPORTIONMENTS AND REPORTS, Bureau of, Ray H. Johnson, *Chief*

SCHOOL DISTRICT ORGANIZATION, Bureau of, Verne Hall, *Acting Chief*

SCHOOL LUNCH PROGRAM, James M. Hemphill, *Supervisor*

SCHOOL PLANNING, Bureau of, Charles D. Gibson, *Chief*

SECONDARY EDUCATION, Bureau of, Frank B. Lindsay, *Chief*

SPECIAL EDUCATION, Bureau of, Ernest P. Willenberg, *Chief*

STATE COLLEGE CURRICULA, Jon S. Peters, *Specialist*

SUPPLEMENTAL EDUCATION SERVICES, Donald E. Kitch, *Chief*

SURPLUS PROPERTY, STATE EDUCATIONAL AGENCY FOR, William Farrell, *Chief Surplus Property Officer*

TEACHER EDUCATION, Carl A. Larson, *Specialist*

TEACHER RECRUITMENT, Blair E. Hurd, *Co-ordinator*

TEXTBOOKS AND PUBLICATIONS, Bureau of, Ivan R. Waterman, *Chief*

VOCATIONAL EDUCATION, Wesley P. Smith, *State Director*

VOCATIONAL REHABILITATION SERVICE, Andrew Marrin, *Chief*

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